

SECTION B

5 Year Budget Option 1

LEA Application - School Building Level Information

MICHIGAN SIG COHORT V

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Amelia Earhart Elementary Middle School

School Building Code: 00860

Mailing Address: 1000 Scotten Detroit, Michigan 48209

School Building Contact for the School Improvement Grant

Name: Melissa Villarreal

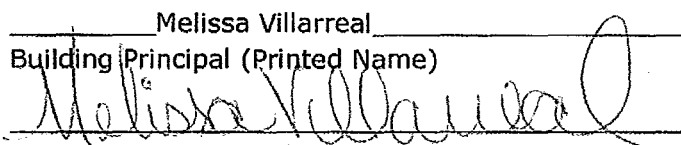
Position and Office: Principal

Contact's Mailing Address: 1000 Scotten Detroit Michigan 48209

Telephone: 313-849-3945

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Email address: Melissa.villarreal@detroitk12.org

Melissa Villarreal
Building Principal (Printed Name)


Signature of the Building Principal

313-849-343945

Telephone

7/13/16
Date

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

Identify the Intervention Model Used in This School:

Intervention Model: Transformation Model

Identification Status of the School (Priority or Focus): Priority

NOTE: Narratives should follow the sequence of the grant application.

1. Analysis of Need

1a. Identify Data Source

Amelia Earhart ranked at 4% in the State's 2014 Top to Bottom Ranking and was identified as a Priority School in 2013-2014. An analysis of student data, from MiSchool Data, reveals that the major areas of need are: academic achievement in all content areas, behavior, and student attendance.

Relevant Student Achievement Data

Demographic Data: School Data Profile and Analysis, State Assessment, and Annual Education Report were used to disaggregate the demographic data. Earhart is a Pre K through 8th grade school with a total of 727 students; 388 males, 339 females. The percentage of Spanish Bilingual students is 68.5%, African American students comprise 21.7%, White students comprise 9.3%. There are 546 ELL students with varying levels of proficiency based on data results from WIDA Assessments. There are 116 students receiving Special Education, which is comprised of ECDD, ASD, CI, and Resource. 84.2% of students at Earhart Elementary Middle School participate in the free and reduced meal programs. Earhart is a schoolwide Title I school, with many of our families living at or below the poverty line.

Achievement Data: Amelia Earhart K-8 is comprised of the following subgroups, SES, Students with Disabilities, Ethnicity, Gender, and Bottom 30%, which all performed well-below state proficiency standards. The chart below indicates students' academic progress over a three year period as measured on the state assessment.

% of Students Proficient				
Grades 3-8	Reading	Mathematics	Science	Social Studies
2014-2015	8.31%	4.6%	3.9%	.85%
2013-2014	29.7%	8.8%	0%	8.8%
2012-2013	32.15%	13%	2%	8.8%

Connection to student achievement data and targeted areas of improvement.

Analysis of the achievement data indicates that performance scores are well below expectations in all content areas and subgroups, indicating the need for immediate and intensive intervention to improve academic performance in all core areas. A review of local assessments for K-2 demonstrates that students struggle in foundational academic areas including reading and mathematics.

Analysis of attendance data demonstrates that Earhart failed to meet the state attendance target of 90%. Attendance rates have a negative impact on student achievement and the school's priority status. 2013-2014: 85%, 2014-2015: 89.13%, 2015-2016: 88%

Behavior: Based on conversations with parents, staff, and students, SIS reported suspensions were vastly underreported in previous school years. With a change in school leadership during the 2015-2016 school year, accurate reporting of suspensions demonstrates a need to implement school wide MTSS supports, which will systemically address behavior issues. 2013-2014: 48 suspensions, 2014-2015: 49 suspensions, 2015-2016: 186 suspensions.

Transformation Plan with Systemic Implementation of Multi-Tiered Systems of Support

Earhart Elementary Middle School Analysis of Need			
Targeted Area	Subgroups	Data Source	Implementation Activities
Reading K-8	Bottom 30%	State Assessments	MTSS, PD, Supplemental Curriculum, Additional Support Staff, Instructional and Data Coaching
Mathematics K-8	Bottom 30%	State Assessments	MTSS, PD, Supplemental Curriculum, Accelerated Math, Additional Support Staff, Instructional and Data Coaching
Behavior	Top 15% Referrals	Student Information Systems (SIS)	MTSS, PD, Instructional Coaching, PBIS, Inspire Detroit
Attendance	Students identified with Chronic Attendance	SIS, MISCHOOLEDATA	MTSS, PD, Attendance Agent

There were several factors that were considered when selecting the specific implementation activities embedded in this application. The primary reason for selecting the Transformation Model is based on administrative's review of classroom and school data, teacher observations and evaluations. Next, Leadership's previous experience with successfully implementing Multi-Tiered Systems of Supports to address the data-based needs of students in academics and behavior. Lastly, Michigan Department of Education recognizes that the integration of a MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

1b. Describe the LEA's process for involving parents and the community in selecting the reform model.

Parents from the Parent Community Advisory Council (PACSA) and community members were invited by administration to participate in a review of the SIG IV Grant Application Process and Intervention Models to improve schools. During two planning meetings the Intervention Models were described and the timeline for implementing a grant was discussed. Administration reviewed the various requirements, roles, and benefits to the school, involved in implementing and monitoring an Intervention Model for improving schools. Administration described the roles of SIG coordinator, Data Coach, and Family and Community Liaison. Parents and community members were asked to provide input about the Intervention Model that they would most like to see implemented at Earhart. Parents and community members were asked to consider the requirements of the model, the need of the students, and the alignment with other district and building initiatives. Collaboratively and collectively, the team of parents, community, staff, and leadership, selected the Intervention Model.

2. Baseline Data (Attachment A)

3. Intervention Model – provide narrative on the following:

a. (Attachment B).

b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model.

Amelia Earhart Elementary Middle School will support the learning needs of students with Multi-Tiered Systems of Support. Based on academic and behavioral data, interventions will be put in place to address gaps in learning and behavior.

Tier I in Reading and Mathematics will differentiate instruction with Sheltered Observation Instructional Protocols.

The SIOP Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners –to become college and career ready.

As a framework for organizing instruction, The SIOP Model supports teachers in planning and delivering high-quality instruction for all students.

There are eight interrelated components to The SIOP Model: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, Review and Assessment.

When implemented to a high degree, SIOP is proven to:

- Increase student achievement
- Improve academic content skills and language skills
- Deliver results aligned to district objectives
- Prepare students to become college and career ready

Tier 2 Based on data analysis of STAR READING, STAR MATH, and DIBELS (K-3), students will be identified for intervention groups to address academic gaps.

READING

Based on DIBELS data, students in grades K-3 will receive intervention with Reading Mastery.

Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are fast-paced and interactive. Students are grouped by similar reading level, based on program placement tests. The program includes placement assessments and a continuous monitoring system. Students are progressed monitored every 5 days for mastery of instruction.

Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners.

Based on STAR Reading and NWEA MAP data, students in grades 4-6 will receive intervention with Corrective Reading or REWARDS.

Corrective Reading is taught to students in grades 4 and above whose reading is characterized by misidentified words, confusion of similar words, word omissions or insertions, lack of attention to punctuation, and poor comprehension. It is effective with students who have poor attention, and poor recall of directions. With a high success rate, frequent teacher feedback, and built-in opportunities to earn reinforcement throughout each lesson, even students with histories of failure remain motivated and on task. Every lesson provides students an opportunity to monitor and graph their progress.

Based on STAR Reading and NWEA MAP data, students in grades 6-8 will receive intervention with REWARDS.

REWARDS Multisyllabic Word Reading is an explicitly taught, research-validated reading intervention program. It incorporates a highly generalizable and effective strategy for decoding multisyllabic words frequently found in content-area texts. Daily 50- or 60-minute lessons increase oral and silent reading rates (fluency), expand students' knowledge of general academic and domain-specific vocabulary, and build students' confidence in their reading ability. Research studies have shown that students in REWARDS, including English language learners, make significant gains in fluency and in decoding multisyllabic words. Student progress is monitored daily.

Tier 2 MATH

Based on STAR Math data, students will receive individualized instruction and practice with Accelerated Math (AM). Mathematics skill practice is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback, to assist teachers in targeting instruction. Personalized math practice includes closely monitoring student progress and intervening with appropriate instruction when necessary. Accelerated Math software and AM best practices have been shown by scientifically based research to be effective in helping educators dramatically accelerate math growth in K-12 classrooms

c. Describe how the implementation of the SIG will be evaluated for effectiveness.

There are several tools that will be used to evaluate the effectiveness of the SIG.

Academics: The school will work with the district Office of Research Evaluation & Assessment to conduct evaluations of programs, vendors and strategies to evaluate the effectiveness of the intervention.

The school will use the Advanced ED, Program Evaluation Tool, to evaluate effectiveness of programs and strategies. The Program Evaluation Tool is a yearly evaluation. The evaluation will be uploaded onto the Advanced ED website.

An increase in student achievement will be the ultimate measure of effectiveness. Ongoing data analysis of state assessments, NWEA MAP, STAR, DIBELS, and classroom assessments will monitor the progress of implementation of the SIG.

Culture & Climate: Teacher surveys will monitor improvement in Culture & Climate.

Behavior: Through the PBIS initiative, SWIS will track behavioral referrals by time, location, incident, and individual, allowing the school to collect data and make data-based decisions for improvements in behavior and culture and climate.

d. Title VI Rural Schools Element Modification N/A

e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

The Instructional Leadership Team will establish a Parent Involvement Action Team led by the Family Liaison Coordinator. The team will provide assistance to current students' and their families through outreach, connections to community and social organizations, mentoring, opportunities for mentorship and other social and emotional support.

At the monthly PACSA meetings, the Data Coach and Family Liaison Coordinator will engage parents in the interpretation of data as it relates to their child's progress. The Data Coach and Family Liaison Coordinator will present parent workshops identifying strategies for parents to support student learning.

At the District Level, there are designated schools which support parents with resources such as computers and trainings to support student learning.

4. Resource Profile

- a. **Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model.**

Coordination of State and Federal Funds

<p>▣ General Funds</p> <p>Title I Part A</p> <p>▣ Title I Schoolwide</p> <p>Title I Part C</p> <p>Title I Part D</p>	<p>Title I School Improvement (ISI)</p>	<p>Title II Part A</p> <p>Title II Part D</p>	<p>Title III</p>
<p>Title IV Part A</p> <p>Title V Parts A-C</p>	<p>Section 31A</p> <p>Section 32c</p>	<p>Head Start</p> <p>Even Start</p>	<p>▣ Special Education</p>

General Funds: General funds support the day to day operational school expenses, inclusive all teaching staff, core curriculum, resources & supplies, and operational & facilities supplies.

Schoolwide Title I-funds Instructional Specialist, SSA & Ed Tech (support staff for MTSS), supplemental curriculum, technology ,supplemental instructional, supplemental hands on experiences, and professional development, Coach for Culture & Climate, and school counselor (PBIS internal coach).

Special Education funds Resource Room teachers- and Special Education teachers.

SIGIV cohort funds will be used to support MTTSS reading and math intervention curriculum, technology to individualize math intervention, professional development, attendance agent to address chronic absentism, additional behavior coaches to improve culture and climate, and resources to engage parents and community.

4b. The MDE requires the district to have three SIG- funded positions working at the building level as a condition of receiving the grant. These positions are

1. SIG Coordinator 2. Data Coach 3. Family Liaison Coordinator

Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG.

School Improvement Grant Facilitator, who may not serve simultaneously as the building principal, will be responsible for coordinating the implementation of the grant and ensure that the requirements of the Transformation Model are in compliance with the School Improvement Grant. Responsibilities include,

but are not limited to, preparing local, state and federal written reports, maintaining a database to store and analyze data related to the SIG IV grant, collaborating with external providers, assisting building leaders with reform initiatives.

The SIG Coordinator will be funded at .5 FTE and will be split between two schools.

Data Coach, funded at 1.0 FTE by the SIG, will work with Title I funded Instructional Specialist and teachers to analyze assessment results and will facilitate data discussions during Professional Learning communities. The Data Coach will assist teachers with establishing targets for Instructional Learning Cycles. With the schoolwide implementation of Multi-Tiered Systems of Support, the data coach will monitor student intervention data and students' progress towards grade level academic standards. The Data Coach will maintain a school data wall with all relevant school and student data. The Data Coach will share school data with parents at montly PAC-SA meetings.

Family Liaison Coordinator funded as 1.0 FTE by the SIG, will be responsible for facilitating parental involvement in all aspects of school operations, promote home-school communication and provide learning opportunities for parents to improve the educational experience for students.

Attendance Agent, funded as 1.0 FTE by SIG, will be responsible for addressing the chronic absenteeism issues. Attendance Agent will run reports weekly, follow through with parents to address attendance concerns, and will work with the state-funded Department of Human Services to ensure that studets and families receive support to increase student attendance and improve academic achievement.

4c. Indicate whether or not the school will provided mental health services.

Through a district partnership with Henry Ford Health Systems, the school is able to provide mental health services for students. Henry Ford therapist provides individual and group support for students.

Amelia Earhart partners with Southwest Solutions which provides support for students through the initiative Community Schools. An onsite coordinator works to bring enrichment resources to students and also seeks to remove barriers to learning for families.

The school's Schoolwide Title I budget, funds a school counselor to support students and families.

If providing these services, indicate if the services will be provided by a staff member or if the district will contract for the services.

The District will partner with Henry Ford Health System and will continue to provide mental health services.

Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG.

Partnerships with Henry Ford Health Systems and Southwest Solutions support the SIG by providing services to students and families, which removes barriers to learning and increases student achievement. Because this is a partnership there is no FTE to be assigned. Inspire Detroit, which improves Culture & Climate, is a contracted position and therefore there is no FTE to be assigned.

d. Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year.

Based on the analysis of the state assessment, NWEAMAP assessment, and STAR assessment, the school identified professional development to address the needs of the following subgroups, English Language Learners and the Bottom 30%. The results of the Schools Systems Review identified the need to improve collaboration in our Professional Learning Community.

Amelia Earhart Elementary Middle School will include 8 hours each month of staff professional development.

Professional development will be on going throughout the school year during: weekly PLC's, weekly staff meetings, district Professional Development days, Saturday workshops, and summer Academic Institutes.

Professional Development will focus on:

- Implementing of SIOP strategies to meet the needs of all learners.
- Implementing Multi-Tiered Systems of Support (MTSS) and Response to Intervention for all school administrators, instructional staff, and support staff
- Training and implementing Tiered Interventions (Reading & Mathematics) for small group instruction for administration, teachers, SSA's, Ed Techs. Training will focus on Renaissance Learning Accelerated Math, Research Based Reading Interventions Reading Mastery, Corrective Reading, Rewards, Leveled Text.
- Strengthening Professional Learning Communities, within and across grade level, to engage in data analysis to support Response to Intervention
- Implementation of Instructional Learning Cycles to improve instructional practice
- Implementing PBIS for whole staff interventions

Professional development will be supported by Wayne RESA Coaches (principal and teacher), Instructional Specialists (District and School), District's Office of School Turn-Around, Lead Teachers, Outside Consultants (Renaissance Learning, Direct Instruction), and school administrators.

All professional development will deepen teacher pedagogy and improve teacher efficacy to build the capacity our professional learning community.

5. External Service Provider Selection

Describe the process the building and district has used or will use to screen and select external service providers.

As an identified Priority School, Amelia Earhart Elementary Middle School received coaching support for administration and teachers during the 2015-2016 school year from WRESA.

The Office of School-TurnAround has partnered with WRESA to provide School Achievement and Content consultants to schools to improve systems, structures, student achievement, and culture & climate.

The Leadership team determined, by consensus, that they would like to continue the work with WRESA as our external service provider (ESP) during the 2016-2017 school year based on recommendations from the administrator and the teachers receiving support from Wayne RESA coaches. The New Detroit Public Schools Community District has implemented, in partnership with WRESA, the Instructional

Learning Cycle. WRESA will continue to support this work with the school leadership team and teachers.

External Service Provider- Inspire Detroit was contracted by the school to improve Culture & Climate and to support the PBIS initiative to improve behavior. All vendors are vetted by the school district. Earhart selected Inspire Detroit from the approved vendors to best support our needs.

6. Increased Learning Time

Amelia Earhart will increase Learning Time for ALL students, by extending the school year by a minimum of two weeks, summer school will be a minimum of four weeks for targeted students, and after-school tutoring and enrichment will be provided throughout the school year.

Extended Learning Time will focus on academic skills to support the Common Core State Standards. 21st Century students will engage in STEM activities to extend opportunities for students in science, technology, engineering, and mathematics.

K-5 students will be identified for After School Tutoring based on MAP, STAR and DIBELS data. After School tutoring will provide 2.5 hours of instruction, 3 days per week, from November thru April.

Students in grades 6-8 will have an opportunity to participate in the 21st Century Learning Program based on MAP and STAR assessments, and teacher recommendation. The 21st Century Learning Program provides 1.5 hours of instruction in Reading, Mathematics, and Science and 1.5 hours of enrichment, 4 days per week, September thru May.

Students, K-8 will be recommended for summer school, based on rank order of student data from the Spring MAP Reading and Math. The four week summer program will provide targeted students individualized instruction in reading and mathematics.

The 21st Century Program also offers students an opportunity to participate in a summer learning program for students, providing 3 hours of instruction in Reading, Mathematics, and STEM and 2 hours of enrichment Monday- Thursday, June and July.

An agreement is not required to support increased learning time, because we are under the leadership of a transition manager who controls all contracts.

7. Timeline

(Attachment D)

8. Annual Goals

(Attachment E)

a. Describe how data will be used for continuous improvement, and how often it will be analyzed.

Achievement, Demographic, Process, and Perception Data will be collected on an on-going basis throughout the school year. All stakeholders, administration, teachers, instructional specialist, and data coach will analyze the following data:

Achievement data: state assessments, on-going, WIDA, yearly, NWEA MAP, quarterly, Instructional Learning Cycles, quarterly, STAR, monthly, DIBELS monthly, Intervention data, weekly, classroom assessments, weekly, formative assessments, daily.

The multiple measures of student achievement will be used to measure the success of the stated objectives. The data will provide information to teachers, parents, and students on

the progress being made toward meeting the state student academic achievement standards. The data will assist in diagnosis, teaching, and learning in the classroom to intervene with students who are furthest from the state targets. The data will also be used to determine what revisions are needed to objectives and strategies so that students meet the state standards. Through the use of screening, diagnostic and classroom-based assessments, the data can effectively identify students who are at risk.

Demographic data comprised of enrollment, attendance, ethnicity, gender, graduation/dropouts, discipline referrals, suspensions, native language, IEPs will be reviewed on an on-going basis to determine academic and behavioral supports for students.

Process data will be gathered, yearly, from the School Process Rubrics to evaluate the policies, procedures, and systems we have in place that define how we do business. The school will analyze the data and use the data to improve school processes.

Perception data will measure values & beliefs, culture & climate. Perception data will be collected through surveys from teachers, students, parents and community several times per year. The perception data will allow us to make environmental improvements.

Data will be analyzed in vertical and horizontal collaborative groups during PLC's , staff meetings, and identified Professional Development Days.

9. Sustaining Reforms

Significant capacity building will take place in years one, two and three through rigorous job-embedded and traditional professional development and leadership coaching to ensure the school's capacity to continue reform initiatives beyond the grant period. Sustainability efforts will focus on 1) leadership support, 2) human capital, 3) standards-based instruction, 4) culture of data-driven instruction to support MTSS and 5) culture change. Successful initiatives will be maintained through capacity building and/or alignment of resources as evidenced by the following.

- ■ The teacher and administrator evaluation system provides the process to retain highly effective staff beyond SIG funding.
- ■ Each building principal has identified teachers and support staff, who possess leadership skills and/or expressed an interest in taking a leadership role. District leadership has provided coaching, professional development and other opportunities for current staff to develop leadership skills.
- ■ Substantial, high-quality district-wide job-embedded professional development and instructional coaching are utilized to build teacher capacity around best practice and standards-based instruction, ensuring they are developing and/or learning new skills and instructional strategies.
- ■ Professional collaboration time in which teachers analyze student achievement data and plan for modification of instruction based on student needs will continue to be provided.

Policies and practices will continue to be evaluated by district and school staff during and after grant funding to ensure sustainability of school transformation. The school is committed to a paradigm shift where policies and practices will transition from an adult-centered to an authentic student focus. The focus on building highly effective human capacity, student-centered learning and collaboration will result in sustainable shared beliefs and values and establish a culture and climate conducive to learning.

10. Budget Narrative and Preliminary Budget Overview

(Attachment F.2)

Attachment A: Baseline Data Collection

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

Attachment B: Intervention Model Transformation

Attachment B.1: Transformation Model

1. Replace the principal.

The school district elected to replace the principal at Amelia Earhart Elementary School in June 2015. During the principal evaluation period, Principal Villarreal was selected to lead the turnaround of Amelia Earhart. Principal Villarreal has a proven record for successfully implementing school reform and redesign. Her expertise in community engagement and her ability to embrace parents as partners in students' education was the needed ingredient to change the culture and climate at Amelia Earhart.

2. Include student data in teacher/leader evaluation.

The Edviate 360 Tool allows for school-based administrators to evaluate teachers on their ability to positively increase student performance. Multiple data sources, including state assessments, NWEA MAP, Star Reading & Math, and classroom assessments are used to properly and fairly determine whether teachers have demonstrated student growth.

3. Evaluations that are designed with teacher/principal involvement

The teacher and principal evaluation tools were developed collaboratively with representatives of each group in conjunction with District Level Administration, Union Representatives, and other key stakeholders. The teacher and principal tools are available on PD360.

Staff effectiveness is measured using the Edviate 360 Tool and focuses on 5 Core Elements based on a continuous improvement model.

1.Demonstrated Pedagogical Skills Planning- Effectively planning for instruction, alignment to Common Core, identifying learning targets, monitoring and assessing student progress.
Differentiation of Instruction- implementation of SIOP strategies, using data to identify students for intervention, implementation of Tiered Interventions

2.Student Growth Student Data, A rigorous, transparent and equitable teacher evaluation system, with student growth as a significant factor, has been implemented district-wide

Ability to design assessment

Utilize assessments & instruction

Student growth

Use a variety of techniques to communicate progress

3.Classroom management

4.Relevant & Special Trainings

5.Significant Accomplishments above & Beyond

The new administrator evaluation tool, developed in collaboration with Learning Science International focuses on 5 Domains with multiple indicators. Domain I: Data-Driven Focus on Achievement, Domain II: Continuous Improvement of Instruction, Domain III: A Guaranteed and Viable Curriculum, Domain IV: Cooperation and Collaboration, Domain V: School Climate.

4. Remove leaders/staff that have not increased achievement.

Using the teacher and principal evaluation tools, as agreed upon in the teachers' Collective Bargaining Agreement, ineffective leaders and staff will be removed from High Priority Schools. With the support of school administration, instructional leaders and central office interventions, teachers have three years to earn a status

of Effective or Highly Effective before termination. Building administrators are “at will” employees and can be terminated at the end of their contract if proven to be ineffective.

5. Provide on-going job embedded staff development.

Professional Development will be embedded and on-going throughout the school year during weekly grade level PLC's, weekly staff meeting for cross grade level data analysis and discussions, Saturday workshops (district and school led- teacher consultants) and district professional development days (teacher consultant-school led). The professional development will be aligned with the district instructional program and the schools' Multi-Tiered Systems of Support. Staff will receive training in MTSS interventions (Reading Mastery, Corrective Reading, Awards, Renaissance Learning Accelerated Math), and SIOP. Additional on-site training will be conducted by WRESA coaches. Building ELA, Math, and Bilingual Instructional Specialists, Lead teachers, and Network Instructional Specialist and outside consultants.

6. Implement financial incentives or career growth or flexible work conditions.

Instructional staff will receive a financial incentive for meeting established achievement targets in core areas as measured by the NWEA MAP on two benchmarking periods, MOY and EOY.

Teachers will have the opportunity to participate in professional development, conferences, school leadership teams, to enhance their educational career development.

Teachers can take leadership roles for career growth by participating in the district advisory council, district lead teacher meetings, WRESA school leadership meetings, and conducting professional learning sessions.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

MDE's Program Evaluation Tool and survey results from school perception and process data will be used to monitor, assess and evaluate school-wide programs and initiatives. Vertical and Horizontal PLC's will ensure that programs are research based and aligned by grade level and aligned with Amelia Earhart's Reform and Redesign Plan. PLC's will analyze the NWEAP MAP, STAR Reading and Math, and formative assessment to drive instruction and interventions. PLC's will also use MAP data to inform the implementation of the Instructional Learning Cycle.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Multi-tiered System of Supports (MTSS) an integrated, multi-tiered system of instruction, assessment, and intervention, is designed to meet the achievement and behavioral health needs of all learners. The MTSS framework is designed to ensure that every student will have his or her individual needs met through high-quality instruction. The integration of an MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

Experience has demonstrated that in order to increase achievement, successful systems plan improvement efforts collaboratively. The Michigan Continuous School Improvement Process serves as a comprehensive process to organize the work through data analysis, goal setting, planning, implementing, monitoring, and evaluating. By strategically embedding an MTSS framework into Amelia Earhart's school improvement plan, the school sets itself up for continuity and alignment in the implementation of a research-based system of MTSS.

The Essential Elements of MTTs are as follows:

Instruction and Intervention

- Early Intervention
- Multi-Tiered Model of instruction and Intervention

Data/Assessment

- Monitor Progress
- Data Based Decision Making

- Use assessment for three purposes

Implementation of Evidenced Based Practice

- Research Based Core Curriculum
- Research Based Valid intervention & Instruction
- Implement with fidelity

Problem Solving

- Collaborative Problem Solving Model

Stakeholder Engagement

- Engage Parents and Community

3 Tiered Model				
Tier	Reading	Math	Behavior	Attendance
Tier 1 Instruction for all students-effectively meeting the needs of 80-85% of students	Research Based Core Curriculum Imaginelt	Research Based Core Curriculum Envision Project Seed	PBIS	Weekly Attendance Reports
Tier 2 Targeted Group Interventions 10-15%	Research Based Interventions Reading Mastery Corrective Reading Rewards	Rennaisance Learning Research Based Accelerated Math	PBIS/SWIS Counselor Social Worker Inspire Detroit	Administration Counselor Social Worker Inspire Detroit
Tier 3 Individual Interventions -5%	Reseaarch Based Interventions Resource Room	Resource Room	PBIS/SWIS	Attendance Agent
Extended Learning Opportunities	After School 21 st Century Summer School Partnerships	After School 21 st Century Summer School Partnerships	After School 21 st Century Summer School Partnerships	

9. Provide increased learning time.

a. Extended learning time for all students in the core areas.

Amelia Earhart Elementary School will increase learning time for ALL students by lengthening the school year by 2 weeks for a total of 70 additional hours. Increased learning time for all students will provide instruction in reading, mathematics, science and social studies.

Extended learning time for targeted interventions for both reading and math will be offered to students based on need as identified through a formative assessment.

After School: K-5 students will participate 3 hours a day, twice a week for 19 weeks in after school tutoring in reading and mathematics.

After School: Grade 6-8 students will participate in 21st Century Learning Program, 3 hours a day, 4 days per week from September-June. 21st Century Learning Programs focus on STEM instruction and enrichment activities such as: cooking, pottery, computer coding, character development, engineering, technology, gardening, dance, drumming, martial arts, and art.

Title 1 Summer School: K-8 students, identified for targeted intervention in reading and mathematics will participate in a four -week summer school program, four days per week, 5.5 hours per day.

21st Century Summer Learning Program: Grades 6-8 students will participate in a four-week summer learning program, four days per week, 5.5 hours per day.

b. Instruction in other subjects and enrichment activities that contribute to a well rounded education.

Students also have the opportunity to participate in Project Seed, and additional After School enrichment activities including: Boys & Girls Club mentoring, Folkloric dance, Girl Scouts, Soccer, Basketball, and Baseball.

21st Century Learning Programs focus on STEM instruction, enrichment activities, and field trips to museums, science center, and camp.

c. Teachers to collaborate, plan and engage in professional development.

The Instructional Leadership Team will monitor and coordinated school-wide professional learning opportunities for all staff using data collected from teacher surveys, focused on instructional and professional development needs. Vertical/ Horizontal teams will meet weekly during PLC's and staff meetings to align instruction with data and participate in the Shared Decision Making process. Members of the Instructional Leadership team include teachers from elementary and middle school, who represent different subject areas, and the building Instructional Specialist.

10. Provide ongoing mechanisms for family and community engagement.

The school has established several community partnerships to provide much needed services for families and to remove barriers for students to be successful in school. Partnerships include: Promise Neighborhoods, Southwest Solutions, Department of Human Services. Henry Ford Health Systems, and Clark Park Campus.

Monthly Parent PACSA meetings keep parents informed on school and community events.

Earhart hosts several events that engage parents: Science Night, Math Night, Reading Month, Project Seed, and 21st Century After School Learning Program.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

The Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, evaluating staff concerns and establishing policies and practices by consensus.

Shared decision making allows the leadership team to determine the work rules and working conditions that are required for the school to successfully implement a school calendar and adjust the use of time so that it will positively impact student achievement.

The School improvement Team will focus on the process of collecting, analyzing, planning, implementing, and evaluating school data. The process of continuous improvement will drive student achievement.

The PBIS team works collaboratively to improve student attendance, student behavior, and provide incentives for improving the culture in climate, which will also contribute to and increase in student achievement and an increase in graduation rates.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

The district Office of School Turnaround and initiatives with WRESA (ISD) will provide instructional support. Building Instructional Specialist and District Instructional Specialist will continue to provide instructional support to classrooms offering research-based classroom practices, which will positively impact student achievement.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Provide additional funding to attract and retain staff.

All Earhart staff have the opportunity to increase compensation, at their regular rate of pay, through the extended school year. Staff who attend Saturday workshops and district professional development can receive workshop pay. Incentives for improving student growth will be forthcoming under the proposed reform plan.

2. Institute a system for measuring changes in instructional practices that result from professional development.

Through administrative walk-throughs, teacher observations and evaluations, leadership will measure the changes in instructional practices that result from professional development.

Leadership Team-Instructional Specialist- Reading, Math, Bilingual will support classroom instruction and the implementation of professional learning.

School Improvement Team will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and plan needed professional development.

PBIS Team comprised of elementary & middle school teachers and school counselor will facilitate the systemic implementation of PBIS in all classrooms and will monitor attendance and data and behavior referrals.

Data Coach- will collect, analyze, and facilitate data conversations at weekly PLC's to drive classroom instruction and improved student achievement.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

The teachers' union representative, Detroit Federation of Teachers (DFT), and the District have established a Collective Bargaining Agreement that clearly outline the assignment and release of teachers aligned with a performance based evaluation tool.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

Administrative walk-throughs, observations and evaluations ensures that the curriculum is implemented with fidelity and review of data is an indicator of the impact on student achievement.

5. Implement a school wide Multi-Tiered System of Supports model.

The Multi -Tiered System of Support guides Earhart's school improvement plan. The Michigan Continuous School Improvement Process serves as a comprehensive process to organize the work through data analysis, goal setting, planning, implementing, monitoring, and evaluating. By strategically embedding an MTSS framework into Amelia Earhart's school improvement plan, the school sets itself up for continuity and alignment in the implementation of a research-based system of MTSS.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

Amelia Earhart has provided opportunities for teachers to participate in Saturday workshops focused on Sheltered Instruction Observation Protocol (SIOP). The on-going year long workshops provides strategies to staff to support instruction for English Language Learners and all students.

7. Use and integrate technology-based interventions.

Earhart staff will receive professional development from Renaissance Learning (RL) on technology-based interventions. Accelerated Math, a technology based program, provides the software to enable the teacher to differentiate instruction and accelerate mathematics achievement. Teachers will also receive professional development on the new RL software 360 which allows the teacher to differentiate instruction with online leveled text. The individualized intervention will increase vocabulary and comprehension leading to improved student achievement.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

Programs such as Project Seed, 21st Century STEM, and Cranbrook Science supplements student's learning and supports the curriculum with increased rigor in the areas of science and mathematics

9. Provide summer transition programs or freshman academies.

Western High School provides 8th grade students an opportunity to participate in a summer transition program. The program supports students in a successful transition to high school.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

The school counselor implements a variety of strategies to increase graduation rates.

- Classroom presentations on drop out prevention
- Articles on the benefits of graduation
- One-on-one meetings with students at risk
- Parent & student interventions
- Teacher & student interventions
- One-on-one counseling and small group counseling
- Reflection Surveys with students
- Attendance issues – monitored and addressed

Southwest Solutions -Community School Coordinator implements a "Life Skills" program which provides high school mentors to 8th grade students. Big Brother and Big Sister also provide mentors to 5th grade students.

11. Establish early warning systems to identify students who may be at risk of failure.

Implementation of the Multi-Tiered Systems of Supports will identify students at risk through the analysis of NEWA MAP, STAR, and DIBELS data. Students will receive small group or one-on-one targeted and intensive instruction to close the learning gap early. On going data analysis and progress monitoring will track students progress.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

The school will partner with the following organizations to create a safe school environment that best meets the students' social, emotional, and health needs: Southwest Solutions, Inspire Detroit, Henry Ford Health, and Children's Center.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Earhart's master schedule incorporates embedded PLC's which facilitates relationship building between staff. The master schedule includes block scheduling for Language Arts and Mathematics which strengthens the relationships between teacher and student.

14. Implementing approaches to improve school climate, culture, and discipline.

PBIS will be systemically implemented school wide to improve school culture and climate and discipline. Inspire Detroit will mentor students demonstrating issues with behavior.

15.Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Full day kindergarten and full day pre-school are already in place in the school.

16.Allow the school to be run under a new governance arrangement.

The school has been placed under the supervision of the Priority School Network.

17.Implement a per-pupil, school-based budget formula weighted based on student needs.

See budget development for per pupil capita. The budget was developed with input from interested stakeholders and aligned with Earhart's approved Reform and Redesign Plan.

Attachment C: Professional Development Calendar

Professional Development Calendar for 2016-2017		
Month & Week	Tentative PD Topic	Who is Responsible
August	MTSS, PBIS, Instructional Learning Cycles, Intervention Blocks	Leadership Team Instructional specialist Staff
September (W1)	PLC Student Data Profiles	Leadership Team Instructional specialist Staff
September (W2)	PBIS	Leadership Team Instructional specialist Staff
September (W3)	MTSS/ MAP/DIBELS Data Analysis	Leadership Team Instructional specialist Staff
September (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Consultants
October (W1)	Accelerated Math –Renaissance Learning	Consultants
October (W2)	PBIS	Leadership Team Instructional specialist Staff
October (W3)	MTSS/ STAR/DIBELS Data Analysis	Leadership Team Instructional specialist Staff
October (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Consultants
November (W1)	Accelerated Math –Renaissance Learning	Consultants
November (W2)	PBIS-Data Review	Leadership Team Instructional specialist Staff
November (W3)	MTSS/ STARMATH/DIBELS Data Analysis	Leadership Team Instructional specialist Staff
November (W4)	Thanksgiving Break	
December (W1)	Accelerated Math –Renaissance Learning	Leadership Team Instructional specialist Staff
December (W2)	PBIS	Leadership Team Instructional specialist Staff
December	Winter Break	
January	Winter Break	
January (W2)	PBIS-Data Review	Leadership Team Instructional specialist Staff

January (W3)	MTSS/ MAP/DIBELS Data Analysis	Leadership Team Instructional specialist Staff
January (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Consultants
February (W1)	Accelerated Math –Renaissance Learning	Consultants
February (W2)	PBIS	Leadership Team Instructional specialist Staff
February (W3)	MTSS/ STAR/DIBELS Data Review	Leadership Team Instructional specialist Staff
February (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Consultants
March (W1)	Accelerated Math –Renaissance Learning	Consultants
March (W2)	PBIS	Leadership Team Instructional specialist Staff
March (W3)	MTSS/ STAR/DIBELS Data Review	Leadership Team Instructional specialist Staff
March (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Consultants
April	Spring Break	
April (W2)	PBIS	Leadership Team Instructional specialist Staff
April (W3)	MTSS/ MAP/DIBELS Data Analysis	Leadership Team Instructional specialist Staff
April (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Leadership Team Instructional specialist Staff
May (W1)	Accelerated Math –Renaissance Learning	Leadership Team Instructional specialist Staff
May(W2)	PBIS	Leadership Team Instructional specialist Staff
May (W3)	MTSS/ STAR/DIBELS Data Review	Leadership Team Instructional specialist Staff
May (W4)	READING Interventions Reading Mastery Corrective Reading Rewards	Leadership Team Instructional specialist Staff

June (W1)	Accelerated Math –Renaissance Learning	Leadership Team Instructional specialist Staff
June (W2)	End of Year Data Celebrations	Leadership Team Instructional specialist Staff

Attachment D: SIG Timeline

Pre-Implementation Timeline Prior to September 2015				
Action Step	Responsible	Start Date	End Date	Success Metric
Principal replaced	Superintendent Network Leaders	6/2015	6/2015	Principal placed with turnaround competencies

Year 1 – Timeline Planning Year 2016-2017				
Action Step	Responsible	Start Date	End Date	Success Metric
Inform stakeholders of award & expectations	Principal	8/2016	1/2016	All relevant stakeholders are informed
Embed weekly PLC's Vertical & Horizontal	Leadership team	8/2016	6/2017	Calendar of PLC's Agendas/ Minutes
Begin monthly SIG Committee meetings to ensure implementation and coordination of efforts	District Leadership Team	9/2016	7/2017	Schedule established; District & School representatives understand SIG requirements
Establish schedule for External Provider meetings & instructional coaching support	Leadership team External Provider	9/2016	7/2017	Schedule established
Professional Development Calendar to support SIG Initiatives	Leadership team	9/2016	6/2017	Implementation of all PD
Year Long Professional Development for all Staff focused on: Differentiate Instruction-SIOP MTSS- Tiered Support Data Analysis Direct Instruction- Reading Mastery, Corrective Reading, Rewards Individualizing Instruction with Accelerated Math PBIS	Leadership team WRESA Outside Consultants	9/2016	9/2017	Teachers trained on MTSS, SIOP, Direct Instruction, Accelerated Math, Systemic Implementation of PBIS
Order instructional resources	Leadership team	9/2016	6/2017	Completed requisitions
ILC-s Quarterly	Leadership team- All staff	9/2016	6/2017	Submitted to MDE
PBIS- establish & implement schoolwide behavior expectations	Leadership team- All staff	9/2016	6/2017	Approved Title I school- wide designation by MDE

SWIS-Track student behavior data with SWIS system	Leadership team- All staff	9/2016	6/2017	SWIS data
Establish Benchmarks of Success with all stakeholders	District SIG Team Leadership Team	9/2016	6/2017	Written Benchmarks
Interview, hire and orientate candidates	Principal Human Resources	6/2017	6/2017	Staff hired with key competencies and committed to School Turnaround

	Year 2 Implementation 2017-2018			
Action Step	Responsible	Start Date	End Date	Success Metric
Order technology & instructional resources	Leadership team	8/2017	8/2017	Completed Requisitions
Week long orientation and PD for new staff	Leadership team	8/2017	8/2017	Evaluations
Staff contracts modified to reflect increased learning time	Human Resources	8/2017	7/2018	Revised contracts distributed to staff
Notify parents of school calendar	Network Leader Principal	8/2017	8/2017	School calendar
Embedded weekly horizontal & vertical PLC's	Leadership Team	8/2017	8/2017	Master Schedule
On-going Professional Development	Leadership Team	8/2017	7/2018	Evaluations
On-going Instructional Coaching	Leadership Team	9/2017	7/2018	Improved practices for implementation of SIG initiatives
Implementation of MTSS K-8	Leadership Team Staff	9/2017	7/2018	Improved student achievement as measured by NWEA MAP, STAR, DIBELS
Quarterly ILC	Leadership Team Wayne RESA Staff	9/2017	7/2018	Improved practices and improved instructional strategies Evidence data drives instruction
Monthly Review of Grant expenditures	SIG Coordinator Leadership team	9/2017	7/2018	Expenditures reflect approved budget
Continue monthly SIG meetings	District Turnaround Specialist	9/2017	7/2018	Schedule established; Department representatives understand SIG

	Leadership team			requirements; Coordination between departments to expedite requests
Continue schedule for monthly External Provider meetings & instructional coaching	Leadership team External Provider	9/2017	7/2018	Monthly Schedule
Weekly Administrative walk-throughs-Implementation of MTSS	Leadership	9/2017	7/2018	Weekly schedule for classroom observation of Tiered Interventions
Administrative monthly review of student data	Leadership team	9/2017	7/2018	Data Review Schedule Monitor Progress toward academic goals as measured against benchmarks
PLC- Monthly review of student intervention data	Leadership team Staff	9/2017	7/2018	Monitor Progress toward academic goals as measured against benchmarks
PBIS-/SWIS monthly review of behavior data	Leadership team Staff	9/2017	7/2018	Report progress toward behavior goals as measured against benchmarks
Conduct Mid year evaluations	Leadership	9/2017	7/2018	Feedback on progress toward academic goals as measured against benchmarks
Report to stakeholders progress of SIG implementation & success	Leadership	9/2017	7/2018	Report Progress toward academic & behavioral goals as measured against benchmarks
Conduct End of year evaluations	Leadership	9/2017	7/2018	Feedback on Progress toward academic goals as measured against benchmarks
Complete end of the year reports	Leadership team	9/2017	7/2018	Report progress of academic & behavioral goals as measured against benchmarks

	Year 3 Implementation 2018-2019			
Action Step	Responsible	Start Date	End Date	Success Metric
Order instructional resources	Leadership team	8/2018	8/2019	Completed Requisitions
Week long orientation and PD for new staff	Leadership team	8/2018	8/2019	Evaluations

Maintain embedded weekly horizontal & vertical PLC's	Leadership Team	8/2018	8/2019	Master Schedule
On-going Professional Development	Leadership Team Staff	8/2018	7/2019	Evaluations
On-going Instructional Coaching	Leadership Team	8/2018	7/2019	Improved practices for implementation of SIG initiatives
Implementation of MTSS K-8	Leadership Team Staff	9/2018	7/2019	Improved student achievement as measured by NWEA MAP, STAR, DIBELS
Quarterly ILC	Leadership Team Wayne RESA Staff	9/2018	7/2019	Improved practices and improved instructional strategies Evidence data drives instruction
Monthly Review of Grant expenditures	SIG Coordinator Leadership team	9/2018	7/2019	Expenditures reflect approved budget
Continue monthly SIG meetings	District Turnaround Specialist	9/2018	7/2019	Schedule established; Department representatives understand SIG requirements; Coordination between departments to expedite requests
Continue schedule for monthly External Provider meetings & instructional coaching	Leadership team External Provider	9/2018	7/2019	Monthly Schedule
Weekly Administrative walk-throughs-Implementation of MTSS	Leadership	9/2018	7/2019	Weekly schedule for classroom observation of Tiered Interventions
Administrative monthly review of student data	Leadership	9/2018	7/2019	Data Review Schedule Monitor Progress toward academic goals as measured against benchmarks
PLC- Monthly review of student intervention data	Leadership team Staff	9/2018	7/2019	Monitor Progress toward academic goals as measured against benchmarks
PBIS-/SWIS monthly review of behavior data	Leadership team Staff	9/2018	7/2019	Report progress toward behavior goals as measured against benchmarks
Conduct Mid year evaluations	Leadership	9/2018	7/2019	Feedback on progress toward academic goals as

				measured against benchmarks
Report to stakeholders progress of SIG implementation & success	Leadership	9/2018	7/2019	Report Progress toward academic & behavioral goals as measured against benchmarks
Conduct End of year evaluations	Leadership	9/2018	7/2019	Feedback on Progress toward academic goals as measured against benchmarks
Complete end of the year reports	Leadership	9/2018	7/2019	Report progress of academic & behavioral goals as measured against benchmarks

	Year 4 Implementation 2019-2020			
Action Step	Responsible	Start Date	End Date	Success Metric
Order instructional resources	Leadership team	8/2019	8/2020	Completed Requisitions
Maintain embedded weekly horizontal & vertical PLC's	Leadership Team	8/2019	8/2020	Master Schedule
On-going Professional Development	Leadership Team	8/2019	7/2020	Evaluations
On-going Instructional Coaching	Leadership Team	8/2019	7/2020	Improved practices for implementation of SIG initiatives
Implementation of MTSS K-8	Leadership Team Staff	9/2019	7/2020	Improved student achievement as measured by NWEA MAP, STAR, DIBELS
Quarterly ILC	Leadership Team Wayne RESA Staff	9/2019	7/2020	Improved practices and improved instructional strategies Evidence data drives instruction
Monthly Review of Grant expenditures	SIG Coordinator Leadership team	9/2019	7/2020	Expenditures reflect approved budget
Continue monthly SIG meetings	District Turnaround Specialist	9/2019	7/2020	Schedule established; Department representatives understand SIG requirements; Coordination between departments to expedite requests

Continue schedule for monthly External Provider meetings & instructional coaching	Leadership team External Provider	9/2019	7/2020	Monthly Schedule
Weekly Administrative walk-throughs-Implementation of MTSS	Leadership	9/2019	7/2020	Weekly schedule for classroom observation of Tiered Interventions
Administrative monthly review of student data	Leadership team	9/2019	7/2020	Data Review Schedule Monitor Progress toward academic goals as measured against benchmarks
PLC- Monthly review of student intervention data	Leadership team Staff	9/2019	7/2020	Monitor Progress toward academic goals as measured against benchmarks
PBIS-/SWIS monthly review of behavior data	Leadership team Staff	9/2019	7/2020	Report progress toward behavior goals as measured against benchmarks
Conduct Mid year evaluations	Leadership	9/2019	7/2020	Feedback on progress toward academic goals as measured against benchmarks
Report to stakeholders progress of SIG implementation & success	Leadership	9/2019	7/2020	Report Progress toward academic & behavioral goals as measured against benchmarks
Conduct End of year evaluations	Leadership	9/2019	7/2020	Feedback on Progress toward academic goals as measured against benchmarks
Complete end of the year reports	Leadership	9/2019	7/2020	Report progress of academic & behavioral goals as measured against benchmarks

	Year 5 Sustainability 2020-2021			
Action Step	Responsible	Start Date	End Date	Success Metric
Sustain embedded weekly horizontal & vertical PLC's	Leadership Team	8/2020	8/2021	Master Schedule
Sustain On-going Professional Development	Leadership Team	8/2020	7/2021	Evaluations

Sustain On-going Instructional Coaching	Leadership Team	8/2020	7/2021	Improved practices for implementation of SIG initiatives
Sustain MTSS K-8	Leadership Team Staff	9/2020	7/2021	Improved student achievement as measured by NWEA MAP, STAR, DIBELS
Quarterly ILC	Leadership Team Staff	9/2020	7/2021	Improved practices and improved instructional strategies Evidence data drives instruction
Monthly Review of Grant expenditures	SIG Coordinator Leadership team	9/2020	7/2021	Expenditures reflect approved budget
Continue monthly SIG meetings	District Turnaround Specialist	9/2020	7/2021	Schedule established; Representatives understand SIG requirements; Coordination between departments to expedite requests
Schedule for monthly External Provider meetings & instructional coaching	Leadership team External Provider	9/2020	7/2021	Monthly Schedule
Maintain Weekly Administrative walk-throughs- Implementation of MTSS	Leadership	9/2020	7/2021	Weekly schedule for classroom observation of Tiered Interventions
Administrative monthly review of student data	Leadership	9/2020	7/2021	Data Review Schedule Monitor Progress toward academic goals as measured against benchmarks
PLC- Monthly review of student intervention data	Leadership team Staff	9/2020	7/2021	Monitor Progress toward academic goals as measured against benchmarks
PBIS-/SWIS monthly review of behavior data	Leadership team Staff	9/2020	7/2021	Report progress toward behavior goals as measured against benchmarks
Conduct Mid year evaluations	Leadership	9/2020	7/2021	Feedback on progress toward academic goals as measured against benchmarks
Report to stakeholders progress of SIG implementation & success	Leadership	9/2020	7/2021	Report Progress toward academic & behavioral goals as measured against benchmarks

Conduct End of year evaluations	Leadership	9/2020	7/2021	Feedback on Progress toward academic goals as measured against benchmarks
Complete end of the year reports	Leadership	9/2020	7/2021	Report progress of academic & behavioral goals as measured against benchmarks

Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

	Current Proficiency Rate 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
Reading	22.78	30.56	38.33	46.11	53.89	61.67
Mathematics	22.78	30.56	38.33	46.11	53.89	61.67
Writing	22.78	30.56	38.33	46.11	53.89	61.67
Social Studies	22.78	30.56	38.33	46.11	53.89	61.67
Science	22.78	30.56	38.33	46.11	53.89	61.67

Attachment F.2:

Preliminary School Budget OPTION 1

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items**. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget overview is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

Option 1 Overview:

- Year 1: Pre-implementation and planning not to exceed \$500,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$500,000. Sustainable activities comprise the year 5 budget.

The following general guidelines must be adhered to in creating the school budget:

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

Use the supplied template on the following page to complete the school level budget overview.

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 1

Pre-implementation/planning in Year 1, full implementation in Years 2 - 4, and Sustaining Reforms in Year 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant Detroit Public Schools Community District

District Code: 82015

Budget Summary for: Earhart Elementary Middle School

Building Code: 00860

5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$500,000	186,000	101,646	98,000	29,354	0	415,000
2	\$750,000	277,500	174,250	153,500	60,250	0	665,000
3	\$750,000	282,000	168,521	163,500	50,979	0	665,000
4	\$750,000	282,000	168,521	166,700	47,779	0	665,000
5	\$500,000	205,000	112,521	83,000	14,479	0	415,000
GRAND TOTAL	\$3,250,000	1,232,500	725,459	664,700	202,841	0	2,825,000

ATTACHMENT F.2

BUDGET NARRATIVE – STAFFING – EARHART ELEMENTARY MIDDLE

SIG Coordinator – (.5 FTE) Budgeted at the LEA level

Data Coach (1.0 FTE) - The primary role of the Data Coach is to mentor and support teaching and learning through data analysis, modeling, coaching, and professional development to promote and improve student achievement through quality instruction. The Data Coach will produce timely data that both teachers and administrators can use to diagnose and improve student learning progress, as well as design school-wide and/or personalized instructional strategies that improve student learning and growth. This position will be utilized in years 1-4 of the grant. The position will be discontinued in year 5 of the grant (sustainability) as staff will now have the capacity to use data to make data driven decisions regarding instruction.

Family/Parent Liaison Position (1.0 FTE) - The Family Liaison will provide information to parents on programs/services available to students and families as well as school and/or district activities and procedures; referring families to other agencies; and fostering an ongoing partnership between the home and school. This position will also build the schools' and parent's capacity for strong parental involvement through initiatives, professional development, support materials for home learning and various other proposals. With the involvement of parents, the Family Liaison will develop an annual evaluation tool on the content and effectiveness of the parental engagement program in improving the academic quality at Earhart. This position will be utilized in years 1-5 of the grant.

Assistant Attendance Agent (1.0 FTE) - Assistant Attendance Agent will provide assistance with truant students to increase attendance and student academic achievement. This position will be utilized in years 2-4 of the grant.

Education Technicians: (2.0 FTE) – These positions support core curriculum instruction through small group instruction under the direction of a highly qualified teacher. These positions will be utilized in years 2-5 in the grant.

Budget Narrative

A. Year 1 Cost - \$415,000

(Planning) The Earhart staff is selecting Option 1. The focus will be pre-implementation/planning and professional development for staff. This will ensure that staff will have the necessary skills to deliver high quality teaching. Staffing for the first year includes the SIG Coordinator (Centrally funded) Family Liaison, and Data Coach. We will begin the purchase of technology equipment, along with professional development for staff on incorporating technology in the classroom. Year 1 will include intensive coaching and workshops on Professional Learning Centers from Wayne RESA. We will also have two weeks of extended school year. We will also partner with our Service Provider, Inspire Detroit, to provide professional development and direct services to students to improve the culture and climate at Earhart.

B. Year 2 Cost - \$665,000

(First of year of implementation) differs from the previous year as the school will add the services of an Attendance Agent and 2 Ed Techs. These additional staff will allow Earhart to focus on small group instruction with students that are struggling. Along with the additional staff, we will also continue with the purchase of technology. We will purchase mobile laptop carts for use in the classrooms. These mobile classrooms will be utilized to increase literacy and numeracy. Web-based learning resources will be purchased to be used with the newly acquired tablets and computers. We will continue the 2 weeks of extended school year for all students (funded by SIG) and an additional 4 weeks of summer school for select students funded by Title 1.

C. Year 3 Cost - \$665,000

Activities in year 3 will continue as stated in year 2, which include content-coaching, PLC'S, project based learning, afterschool enrichment, job-embedded coaching, data analysis, web-based learning resources for students, staff incentives, 2 weeks of extended learning time 4 weeks of summer school, and parental activities.

D. Year 4 Cost - \$665,000

Activities in year 4 will continue as stated in year 3, which include content-coaching, PLC'S, project based learning, afterschool tutoring and enrichment, job-embedded coaching, data analysis, web-based learning resources for students, staff incentives, 2 weeks of extended learning time and 4 additional weeks of summer school and parental activities. There are no technology requests in year 4.

E. Year 5 Cost - \$ 415,000

Activities in year 5 (Sustainability) will substantially decrease as the need for content-coaching, PLC training and data analysis will decrease due to staff acquiring the instructional techniques and strategies needed to positively impact achievement. In year five, The Data Coach will be discontinued, as staff will have acquired the skills necessary to analyze data to make decisions regarding classroom instruction. The number of coaching days allocated for consultants will substantially decrease as student achievement increases. We will be able to sustain some of the afterschool programming with other resources.

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities

and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.

SIG Data Requirements

The MDE is required to submit this information to the United States Department of Education (USED) on an annual basis.

USED SIG Data Requirements

Provide the most current data for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Data Group (Office Use Only)	Heading & Description	SY 2015-2016 Baseline Year 1
DG5	Building Code	000860
XXX	School Name	Amelia Earhart Elementary Middle School
DG4	District Code	82015
XXX	District Name	Detroit Public Schools Community District
DG728	School Improvement Status	Priority
DG728	Intervention Used The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation
DG752	Baseline Indicator Status The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	YES
DG729	School Year Minutes <i>If decreased time please explain in DG745 Supplemental.</i>	76110.0
DG745	Increased Learning Time (ILT) Did the school provide for increased learning time from previous year?	NO
DG745	ILT - Longer School Year Did the school provide longer school year for increased learning time?	NO
DG745	ILT - Longer School Day Did the school provide longer school day for increased learning time?	NO
DG745	ILT - Before or After School Did the school provide before or after school for increased learning time?	YES
DG745	ILT - Summer School Did the school provide summer school for increased learning time?	YES
DG745	ILT - Weekend School Did the school provide weekend school for increased learning time?	NO
DG745	ILT - Other Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO

Data Group (Office Use Only)	Heading & Description	SY 2015-2016 Baseline Year 1
DG745 Supplement	Explanation Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	
Student Data		
DG731	Student Attendance Rate The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	88.00%
XXX	Dropout Rate- Not Applicable	
XXX	Number of Disciplinary Incidents	515
XXX	Number of Students Involved in Disciplinary Incidents	42
XXX	Number of Truant Students	12.00%
High Schools Only Data		
DG732	Advanced Coursework The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	
XXX	International Baccalaureate	
XXX	Early College/College Credit	
DG733	Dual Enrollment The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
DG734	Advanced Coursework & Dual Enrollment The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
XXX	High School Graduation Rate	
XXX	College Enromment Number of students enrolled in college from most recent graduating class.	
Teacher Data		
DG735	Teacher Attendance Rate The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	86.00%